

## **SCHOOL ANTI-BULLYING POLICY**

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch and less aggressive pupils can be drawn in by group pressures. No one person or group whether it be staff or pupils should have to accept insults, intimidating behaviour or threatening behaviour. Only when all issues of bullying are addressed will a child be able to benefit from the opportunities available at the school.

The school believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. The school's ethos places a great deal of emphasis on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is **WRONG** and will not be tolerated.

### **TYPES OF BULLYING**

- **PHYSICAL** - a child may be physically punched, pushed, kicked, hit or spat at etc
  - **VERBAL** - This can take the form of name calling, taunting, mocking, offensive comments, insults and spreading malicious stories. It may be directed towards gender, ethnic origin, and physical/social disability.
  - **EXCLUSION** - a child may be bullied by being excluded from discussions/activities with those they believe to be their friends.
  - **DAMAGE TO PROPERTY OR THEFT** - pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil handover the property to them.
  - **THREATENING OR INTIMIDATING LANGUAGE OR BEHAVIOUR.**
  - Using text messaging and emailing to intimidate or threaten
- Bullying is repetitive, wilful and persistent, it is intentionally harmful and is carried out by an individual or group, it is an imbalance of power leaving the victim to feel defenceless.

### **ACTION TO BE TAKEN**

- Children must report any episode of bullying involving themselves to a member of staff.
- If they witness any bullying they must report this to a member of staff.
- The school has made available a 'worry box' in which pupils who feel that they cannot approach a staff member can write down (anonymously if they prefer) their concerns. The box will be emptied at the end of the week and we will address any issues arising from the comments.
- Children and parents also have the opportunity to raise concerns in the annual questionnaire and school will use these to evaluate whether intervention in practice has made a difference to the health and wellbeing of groups and individuals.
- School council will meet regularly to discuss issues of bullying.

### **INFORMATION FOR PARENTS**

- Look for unusual behaviour in your children e.g. reluctance to attend school, nervousness, crying etc.
- Always take an active role in your child's education e.g. enquire how their day has gone, who they have played with and how lunch time was spent etc.
- If you feel your child may be being bullied, inform the school **IMMEDIATELY**. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back - it may make matters worse.
- Tell your child there is nothing wrong with them - it is not their fault they are being bullied.

- If parents suspect their child may be the perpetrator of bullying, they should contact the child's class teacher immediately, who will inform the Head Teacher, as appropriate.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging the child to be a positive member of the school.

### **AS A SCHOOL**

We undertake to ensure whole school community is familiar with the procedures and practices for managing bullying incidents.

- Use any opportunity to discuss aspects of bullying and the appropriate way to behave towards each other.
- Highlight the impact of bullying on individuals and the role staff and pupils can play in trying to eradicate bullying by participating in the national initiative 'Anti-bullying week.'
- Deal quickly, firmly and fairly with any complaints involving parents where necessary.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people.
- Encourage pupils to treat everyone with respect.
- We will treat bullying as serious offence and take every possible action to eradicate it from our school.
- Create a school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly, welcoming school, bullying is far less likely to form part of their behaviour.
- Through the school's behaviour policy which encourages good behaviour respect for others and prevents all forms of bullying set up effective sanctions and rewards systems.
- Develop opportunities across the curriculum where relationships can be discussed and our interdependence is valued. The SEAL programme establishes strong foundations for work to prevent bullying. It develops social and emotional skills in children which create a social climate that does not tolerate bullying behaviour by promoting empathy, conflict resolution, social responsibility and assertiveness. Skills develop through PHSE can lead to an increase in the range of protective behaviours to resist peer and social pressure and the assessment and avoidance of risky situations.
- Include themes in worship/assembly which encourage reflection on the value of all people.
- Identify situations, times and places where bullying is likely to occur such as at snack time, lunchtime, playtime, movement between classrooms and to and from the playground and those parts of lessons which are less structured such as 'tidying up time,' and to take measures to reduce the opportunities for bullying. Work with pupils to find solutions.
- Ensure that all but minor incidents of bullying are recorded in the incident book and that bullying behaviour is monitored, evaluated and reviewed.
- Provide a support system for victims and bullies which will involve all appropriate adults. When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied explaining why his/her action was wrong, and the child is encouraged to change his/her behaviour in the future. If a child is repeatedly involved in bullying other children or an individual incident is serious, staff inform the Head Teacher and the special needs co-ordinator. The

child's parents are invited to come into school to discuss the situation. If this proves ineffective, the Head teacher may contact external support agencies such as social services.

- Support the victim of bullying. If a child is being bullied, the child's parents will be informed.
- Ensure members of staff, including lunch time supervisors, attend training which equips them to identify bullying and follow school policy and procedures with regard to behaviour management.
- Anti bullying week every November
- Ensure the whole school community is familiar with the procedure and practices for managing bullying incidents and staff know their role.
- As part of the ICT curriculum, the issue of cyber bullying will be addressed. Children will be taught how sending inappropriate emails or texts or other messages via a computer is also considered as bullying. The school uses SECRUS monitoring software so staff can monitor any inappropriate use of the computers and will deal with issues arising accordingly. Pupils will also be encouraged to report any inappropriate messages they have received to a member of staff or parents. Parents and children will sign an Acceptable Usage policy to show they agree to use the computers in an acceptable way. This will be signed each September and kept in the child's reading diary.
- We have a system of playtime friends. These are children chosen each week to monitor the playground. If any child is sitting on the Buddy Bench, the playtime friend will offer support, sort out minor problems or inform the teacher on duty.
- A system of peer mentoring will be put in place to support any child who is being bullied. A child will have a friend chosen by the class teacher to offer support and help so the child doesn't feel like they are coping alone.

### **OBJECTIVES**

1. To develop opportunities across the curriculum where relationships can be discussed and our interdependence is valued.
2. To include themes in worship/assembly which encourage reflection on the value of all people.
3. To identify situations, times and places where bullying is likely to occur and to take measures to reduce the opportunities for bullying.
4. To ensure that all but minor incidents of bullying are recorded in the incident book and that bullying behaviour is monitored, evaluated and reviewed.
5. To provide a support system for victims and bullies which will involve all appropriate adults. This may include parents and outside agencies.

### **DISCIPLINARY STEPS**

- The bully/bullies will be warned officially to stop offending
- Parents will be informed
- If they do not stop bullying they will be excluded for a fixed minor period 1-2 days.

### **THE ROLE OF GOVERNORS**

The Governing Body supports the Head Teacher by monitoring incidents of bullying that occur and reviews the effectiveness of this policy regularly. The Governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to them annually on request about the effectiveness of school anti-bullying strategies. Records should record the type and pattern of bullying behaviour, the number of incidents reported, the time taken and the actions taken to resolve incidents, the number of children reporting that they have been bullied by other, who was involved or affected,

why it was bullying and the actions agreed to be taken and the outcome. Governors will analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within 10 days to any parental request to investigate an incident of bullying. In all cases, the governing body notifies the Head Teacher, and asks him/her to investigate the case and to report back to the governing body. If parents remain dissatisfied they should follow the school's complaints procedure, as detailed in the school prospectus.

#### Persistent bullying

Occasionally, despite the best efforts of the staff, there will be some children who do not respond to the positive approaches normally used to encourage good behaviour. In these circumstances, the following actions may be taken:

- isolate the child at playtime, either by making them sit on the bench in the playground or use of the lower playground where they will have to play by themselves
- send them for their snack either before everyone else or when the other children have been served
- ban them from after-school clubs
- ensure they continue to do work when other children are tidying up
- seat them alone to work

When the child's behaviour improves, they will be given the opportunity to re-integrate with other pupils in lessons and at playtime on a day to day basis.

Agreed by Staff

Agreed by Governing Body Committee

Agreed by Full Governors

Useful websites: [www.dcsf.gov.uk/bullying](http://www.dcsf.gov.uk/bullying)

[www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/reportingandrecording](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/reportingandrecording)